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ABSTRACT

The authors report a study, the primary purpose of which was to determine the validity of a 2-year experimental secondary school counselling program during which all referrals were voluntary on the part of students. Data were collected to determine student preferences for a compulsory counselling program versus a voluntary, self-referral program, and to study the reasons for such preferences. In addition, those students who did not make use of the service were asked why. In all, 1,039 students in grades 9-12 completed one of 2 questionnaires. Results show that approximately 7 out of 10 students prefer the Voluntary Program after 2 years of experimental operation. Random samples of comments from students f both persuasions are presented. Student reasons for not seeing a counsellor are analyzed and summarized. A number of recommendations based on the positive results are offered. (TL)

ED 058584

A STUDY OF STUDENT PREFERENCE FOR COMPULSORY COUNSELLING OR SELF-REFERRAL COUNSELLING PROGRAMMES, FOLLOWING TWO YEARS OF SELF-REFERRAL COUNSELLING IN HILLCREST HIGH SCHOOL, PORT ARTHUR, ONTARIO, CANADA.

September, 1967 to June, 1969

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CG 006 802

A COMPARATIVE STUDY OF STUDENTS' PREFERENCE FOR COMPULSORY COUNSELLING OR SELF-REFERRAL (VOLUNTARY) COUNSELLING IN HILLCREST HIGH SCHOOL, PORT ARTHUR, ONTARIO, CANADA, FOLLOWING TWO EXPERIMENTAL YEARS OF SELF-REFERRAL COUNSELLING (September, 1967 to June, 1969)

by

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June 29th, 1969

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The students in Hillcrest High School responded to the two questionnaires very honestly and frankly. I would like to express my thanks to each one of them for their assistance in this study.

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CHAPTER I

INTRODUCTION

This study is an exploration of the attitudes of secondary school students towards compulsory counselling and voluntary counselling after two years of self-referral counselling. Many professionals in the Counselling field are still concerned with the compulsory versus the voluntary counselling. There exists considerable difference of opinion regarding who should be counselled. Should each student be interviewed at least once a year or should students be allowed a complete voluntary use of the counselling and guidance services? Pine and Boy (1966) suggest that "If a counselling programme is to be built on student need, it would appear that the determination regarding whether or not to make use of the counselling services should be left to the discretion of the student."

James R. Brough states: Those who support programmes of required counselling have also thought through their position and present a rational point of view. They suggest that student preference merely reflects the counselling programme to which the student has been accustomed; that voluntary counsellees are those least in need of counselling services; and

that the meek and mild-mannered child would not utilize guidance and counselling services. For example, Williams (1966) takes the position that many "real problems" become visible because counsellors "stir them up."

Until September 1967, when time was available, every effort was made to try to interview all students during the academic year in Hillcrest High School, Port Arthur, Ontario.

During the 1967-68 academic year, through the cooperation of the school administration, a counselling programme depending entirely on voluntary counselling and referrals was introduced on an experimental basis. Grade 9 students were informed of this at the beginning of the school year in one of their occupation classes. All other students learned of the voluntary programme through word of mouth, from their fellow students or from their counsellors. Copies of the charts from this first study are found in the appendix.

After the success of the first year, the counsellors were very anxious to continue the second experimental year. The ability of the counsellors to project the image that they were available and willing to be of assistance to students at any time, regardless of the situation was evident by the number of appointments received and the work load imposed upon the counsellors.

Since any experimental programme must be continually evaluated it was necessary to once more assess the Department's second year of their

voluntary counselling programme and to compare both the student preferences and attitudes measured at the end of the first and second years with the purpose in mind to recommend any changes to develop a programme that would be most beneficial to the students in Hillcrest High School, Thunder Bay, Ontario.

Recommendation Number 2 of the June 1968 study reads as follows: "That the above programme be re-evaluated at the close of the 1968-69 academic year to study changes and to bring further recommendations for the improvement of the counselling department.

IMPORTANCE OF THE PROBLEM

Today, students try to maintain their privacy. Do we as counsellors try to impose a service on students who do not need it, do not want it, and who resent the invasion of their privacy? "By interviewing every student at least once a year, are we in a sense becoming 'people watchers' as many of the critics of the school counselling charge." Since individuals themselves can best determine their needs the author wishes to test the validity of a counselling programme based completely on student self-referral.

ASSUMPTIONS

The first assumption is that the rapport between the counsellors and the students is the same as during the first year of self-referral counselling, or hopefully more positive.

The second assumption is that because of number one, the student will respond in a more direct and open manner than in the first study.

The third assumption is that the Administrative Staff and members of the Lakehead Board of Education are willing to examine this study and consider the implications on future policy making regarding counselling in the secondary schools of the Lakehead Board of Education

LIMITATIONS OF THE STUDY

This study is limited to Hillcrest High School, one of ten secondary schools in the City of Port Arthur, Ontario (Thunder Bay as of January 1, 1970). As a result all findings are applicable only to Hillcrest High School.

CHAPTER II

METHOD OF STUDY

The primary purpose of this study was to determine the validity of the first experimental study in June 1968 and the author had as his objectives.

1. To determine the preference of students for a compulsory counselling programme or a voluntary (self-referral) counselling programme.

2. To study the reasons why students prefer the different programmes.

3. To determine the reasons why students did not seek counselling.

4. To compare any change in student preference for compulsory or self-referral counselling after two experimental years.

5. To make recommendations to improve the counselling service.

The population used in this study consisted of 801 Grade 9 to Grade 13 students who had the counselling and guidance services of four counsellors at Hillcrest High School, Port Arthur. The programme had operated on a completely voluntary basis for two years. Since records

are kept of all appointments by the counselling secretary it was no problem to determine the number of voluntary appointments for the year. Those who secured counselling as a result of referrals were included in this study.

This study used the same questionnaires as the June 1968 study of the Counselling and Guidance Department, Hillcrest High School, Port Arthur, Ontario. Questionnaire I was the one used by Boy and Pine in their 1966 study. To survey the preference of students for voluntary or compulsory counselling, the percentages of student preferences for each were calculated and their reasons for such preferences analyzed.

Questionnaire I was completed by 801 students of which 377 (47%) were male, and 424 (53%) were female.

Questionnaire II was completed by students who did not seek or request counselling. The number of students who completed Questionnaire II was 238.

Students did not sign the questionnaires. The only identification on the questionnaire was by sex and grade.

Questionnaires I and II appear on the next two pages, namely pages 7 and 8 respectively.

QUESTIONNAIRE I

Two ways in which a school counselling programme can operate are described below. Indicate which of these two procedures you like best by placing a checkmark in the appropriate box.

COUNSELLING PROGRAMME A

☐ In this kind of a counselling programme, counsellors interview each and every student at least once a year. This means each student will be contacted by the counsellor and required to come to the counselling office at least once in the school year. During the interview, the student may discuss anything he or she wishes to discuss, or the counsellor may tell the student about the counselling services available. After the interview, the student may make more requests for counselling if he or she wishes to do so.

COUNSELLING PROGRAMME B

☐ In this kind of counselling programme, the counsellor does not interview each and every student once a year. Students make use of the counselling services when they feel the need to. If they wish to see the counsellor, they may; if they do not wish to see the counsellor, they do not have to. During the counselling, the student may discuss anything he or she wishes to discuss. The student may make more requests for counselling if he or she wishes to do so.

In a sentence or two, please tell the reasons behind your choice. Why did you choose one programme over another?

_____

_____

_____

_____

_____

_____

_____

_____

	GRADE	SEX
IDENTIFYING DATA:	9 10 11 12 13	M F
	(Circle one)	(Circle one)

QUESTIONNAIRE II

This questionnaire is to be completed by students who did not seek counselling during the 1968-69 academic year.

During the course of the past year, many of the students in Hillcrest High School, Port Arthur, Ontario had counselling sessions while others had none. We in the Counselling and Guidance Department, are anxious to help all students. We are interested in obtaining some information from those of you who did not seek counselling during the past year, and would appreciate your frank and honest replies to some of the statements below.

NOTE: Your responses will never be identified with your name since you will not sign this sheet. You are to circle your grade and your sex on the line below.

GRADE: 9 10 11 12 13 SEX: Male Female

PLEASE CHECK ( ) THE STATEMENTS WHICH INDICATE HOW YOU FEEL ABOUT COUNSELLING. (You may check as many as you wish).

_____ I was hesitant about talking to a stranger.

_____ I felt that the counsellor could not help me.

_____ I felt my problem to be too small to take a counsellor's time.

_____ I was too ashamed of my situation to tell the counsellor.

_____ I was able to work out a solution on my own.

_____ I did not realize that I could get help for any problem from a counsellor.

_____ I found that previous counselling did not help me.

_____ I still have my problem(s).

_____ I had no reason to see a counsellor.

IN MY PROBLEM SITUATIONS DURING THE YEAR, I WAS ABLE:

_____ to get help from my parent(s).

_____ to get help from a teacher(s).

_____ to get help from a school friend.

_____ to get help from my minister, priest, or rabbi.

CHAPTER III

DATA ANALYSIS AND DISCUSSION

The total school enrollment as of May 31, 1969 was 819 students.

The total number of responses was 801 or 98% of the enrollment.

The number of male responses was 377 or 47% of the total responses.

The number of female responses was 424 or 53% of the total responses.

Preference of Counselling Programme

Of the 801 students, 68% indicated that they were in favour of Voluntary or Self-Referral Counselling while 32% were in favour of Compulsory Counselling (TABLE III, page 12). Approximately seven students out of ten prefer the Voluntary Programme after two years of experimental operation. This is an increase, compared to the first year, where slightly more than 50% of the students indicated a preference for the Voluntary Counselling Programme.

It is also noted that in grades 9 to 13, 56% to 75% of the respondents, were in favour of the Voluntary or Self-Referral. This is very encouraging to the counsellors since the figures indicate that the counsellors appear to have good rapport with the students. This is

specifically evident with the grade 10 students (75%), who, when in grade 9, were only 60% in favour of the Voluntary Counselling Programme. (Appendix-Study I, Charts and Graphs, TABLE III). This is further supported by the fact that 74% (132) of the 178 grade 10 students requested a counselling session during the year 1968-69 (TABLE VII, page 47). It is also interesting to note from TABLE VIII that 59% of the grade 9, 65% of the grade 11, 77% of the grade 12, and 94% of the grade 13 students were counselled during the year. The high percentage in grade 12 and 13 is indicative of student maturity and is clearly evident in their written responses found later in this study.

It would appear from the high percentages in all grades indicated above, that the students have accepted the Self-Referral programme. A comparison of Studies I and II appears throughout this study.

The preference for counselling programmes by sex and grade is indicated in TABLE IV, page 12. Of those preferring compulsory counselling, the grade 10 males showed the highest preference (72%--31 students). The highest preference for compulsory counselling among the girls was at the grade 12 and 13 level (60% and 66% respectively) where the totals in these grades preferring compulsory counselling were 34 and 23 respectively. (TABLE I) Since the study for this section (compulsory counselling) deals with small totals than for voluntary counselling preference, the percentages must be studied closely to avoid misinterpretation.

TABLE I

PREFERENCE OF COUNSELLING PROGRAMME BY SEX & GRADE

(expressed in actual number of responses received) (N = 801)

GRADE	PROGRAMME "A" COMPULSORY COUNSELLING			PROGRAMME "B" SELF-REFERRAL COUNSELLING			GRADE TOTAL
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	
9	31	31	62	78	82	160	222
10	31	12	43	62	68	130	173
11	26	32	58	52	45	97	155
12	23	34	57	49	65	114	171
13	12	23	35	13	32	45	80
TOTALS	123	132	255	254	292	546	801

TABLE II

PREFERENCE OF COUNSELLING PROGRAMME BY SEX

(expressed as a percentage of the total male and female responses)

SEX	COUNSELLING PROGRAMME	NUMBER	%
MALE	"A" COMPULSORY COUNSELLING	123	33%
	"B" SELF-REFERRAL COUNSELLING	254	67%
FEMALE	"A" COMPULSORY COUNSELLING	132	31 %
	"B" SELF-REFERRAL COUNSELLING	292	69 %

TABLE III

PREFERENCE OF COUNSELLING PROGRAMME BY GRADE

(expressed as a percentage of the total responses in the grade)

GRADE	TOTAL RESP.	"A" COMPULSORY COUNSELLING	"B" SELF-REFERRAL COUNSELLING
9	222	28%	72%
10	173	25%	75%
11	155	37%	63%
12	171	33%	67%
13	80	44%	56%
TOTALS	801	32%	68%

TABLE IV

PREFERENCE OF COUNSELLING PROGRAMME BY SEX & GRADE

(expressed as a percentage of the total responses in each programme by grade)

GRADE	PROGRAMME "A" COMPULSORY COUNSELLING		PROGRAMME "B" SELF-REFERRAL COUNSELLING	
	MALE	FEMALE	MALE	FEMALE
9	50%	50%	49%	51%
10	72%	28%	48%	52%
11	45%	55%	54%	46%
12	40%	60%	43%	57%
13	34%	66%	29%	71%
TOTALS	48%	52%	47%	53%

GRAPH I

GRAPH SHOWING PREFERENCE OF COUNSELLING PROGRAMME BY SEX & GRADE

(expressed as a percentage of the total responses in each programme by grade)

COMPULSORY COUNSELLING "A"

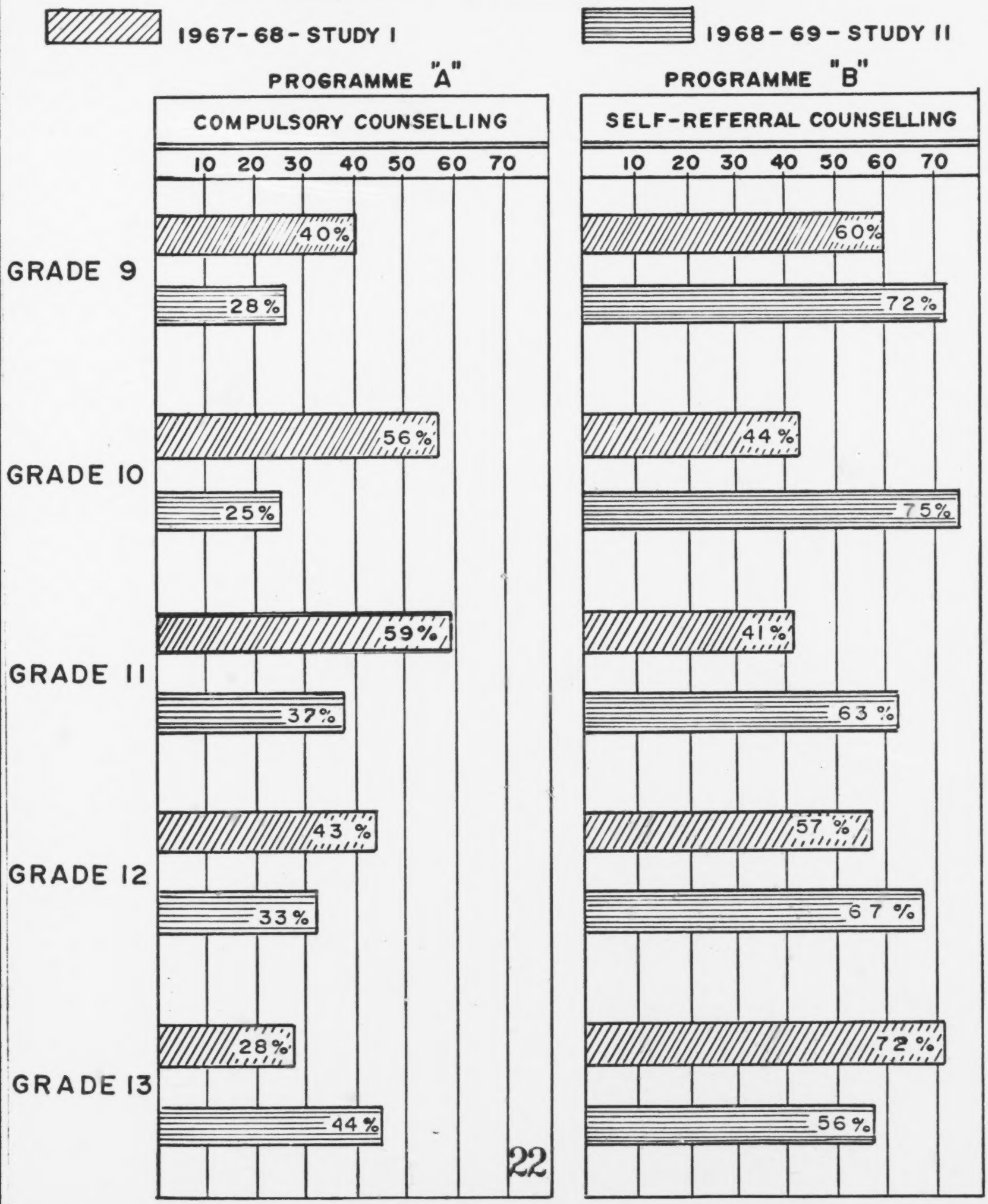
GRADE	MALE	FEMALE
9	50%	50
10	72	28
11	45	55
12	40	60
13	34	66
TOTAL "A"	48	52

SELF-REFERRAL COUNSELLING "B"

GRADE	MALE	FEMALE
9	49	51
10	48	52
11	54	46
12	43	57
13	29	71
TOTAL "B"	47	53

GRAPH II

COMPARISON OF STUDENT PREFERENCE FOR COMPULSORY OR SELF-REFERRAL COUNSELLING BY SCHOOL YEAR



In the self-referral programme there is very little difference in grades 9, 10, and 11, while it increases slightly for the females in grade 12 and strongly in grade 13 for the females (71%).

In comparing both programmes, it is clearly shown in TABLE I that the students in grades 9 to 13, both male and female, prefer self-referral counselling (Programme "B") to compulsory counselling (Programme "A").

TABLE II (page 11) shows the percentage of male and female responses as to choice of programmes. It shows that males favour the self-referral counselling by two to one or 67% to 33%. The females prefer self-referral counselling 69% to 31%.

GRAPH II (page 14) shows the comparison of each programme by grade and by year of study. For voluntary or self-referral counselling, Study II shows increases over Study I as follows:

Grade 9 -- 12% (222 students)

Grade 10 -- 21% (173 students)

Grade 11 -- 22% (155 students)

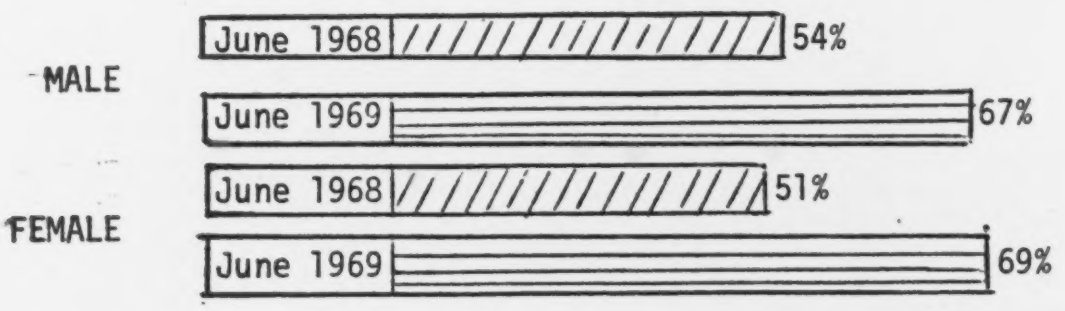
Grade 12 -- 10% (171 students)

In studying one grade group (e. g. grade 9 being the grade 10 in the second study), it is noted that there is an increase of 15% for those preferring self-referral counselling. This same trend is very evident in the grade 10 and 11 grade groups who moved into grade 11 and 12 respectively. Here the increases were 19% and 26% respectively. The latter figure of 26% is worthy of serious observation for it involves students in the 16 and 17 year age-group, young people who are exerting their independence in a positive manner.

There is a definite decrease in student preference for self-referral counselling at the grade 13 level between the two studies (16% less in Study II). The grade 12 group in Study I had a preference for voluntary counselling of 57%. That same group in grade 13 for Study II, showed a preference of 56%, a decrease of one per cent.

GRAPH III

Comparison of Preference for Self-Referral Counselling Programme by Sex and Year of Study



The male preference increased by 13% in 1969 over 1968 and the females showed an increase of 18% for a similar period. This would seem to indicate that the students have given approval to this approach to a counselling programme.

TABLE III (page 12) shows the percentage of each grade, indicating their preference of compulsory or self-referral counselling. The highest percentage is in grade 10 (75%). This group was the grade 9 group of 1968-69, the group which had extensive orientation to the voluntary counselling philosophy and who apparently found that voluntary counselling was to their liking. This group, when in grade 9, showed only a 60% preference for the voluntary counselling programme. (Appendix--Study I, TABLE III).

RANDOM SAMPLE OF COMMENTS BY STUDENTS PREFERRING THE COMPULSORY COUNSELLING PROGRAMME

(Programme "A")

GRADE 9

PROGRAMME A

I chose the first one because many students are hesitant about seeing a counsellor.

Because people just new to the school might have something bothering them, I think they should interview all grade 9 students but maybe not the rest of the students.

In grade 9, a lot of the kids are scared of the procedure of high school, so each student should be called to the counselling office to be familiarized with the procedure.

I chose the first programme because many students are shy and afraid to see a counsellor. Maybe they need to have a trial first and then will use this facility.

I chose this programme because I feel we need counselling any time for we might have a problem we don't realize.

I picked that one because maybe some of the students are afraid to ask for help. In this way the person will have to come.

I chose the first one because some students do not understand how the counselling works so they do not request it even if they do want it. This way everyone can see how counselling works.

I chose programme "A" because I think it would be good for all students to get counselling service once a year. It would work better because there are some students who are too shy to ask for it or others just think they don't need it but they really do. If you don't need counselling it wouldn't hurt to go the first time and you could ask privately about your course if there weren't any problems.

I chose programme "A" because when students first come into school, they are scared to make an appointment because they don't know what to expect. With grades 10 and up, I think voluntary counselling would be sufficient.

My reason is that a student, especially in grade 9, should be interviewed to make him feel welcome and to make him see the services available.

GRADE 10

There are people who need a little encouragement to start talking about their problems.

I chose Programme "A" because there may be a student who has a serious problem but does not wish to approach a counsellor. However, if a student is called for an appointment, by the time he is in the counselling room, he might feel more ready to discuss it and perhaps rid himself of the problem. Also a person might have a problem but he might be too shy to seek advice.

I chose "A" because I think there are some people in need of counselling and they don't bother to tell anyone. If the person has to go, he can express his feelings, and tell his problems. Also a person should go to the counselling office whenever he likes, providing there is time available.

I chose "A" because I think most students do have problems throughout the year and most of them are afraid to approach a counsellor for help. They maybe feel he can't help them or they're ashamed to go up and talk about a problem which may seem silly to the counsellor. Some problems follow a student all year and he thinks he should make an appointment but keeps putting it off until he is confused and doesn't know what steps to take.

Some kids during the year have at least one problem, but they wouldn't ask for counselling. I feel that at least once a year a counsellor should talk to the students.

I think Programme "A" is better than voluntary counselling because the students get to know more about different jobs that are open to them. Also, if they have a problem they can bring it out at this time where as otherwise they might not even make an appointment. Counselling has helped me considerably in my school work and also family relations. Counsellors have helped me to understand my parents a lot better.

I feel that every student should release his thoughts at least once a year. Although some say they have no problems they cannot find this out until they have a good talk with a counsellor. Maybe the student doesn't know about another course more suitable for him and this is the way he can find out.

Because if students were called to the Counselling Office they might not feel so hesitant to discuss problems than if they had to make out a slip and then worry that maybe their problem is too small to take up a counsellor's time.

Because there might be some very shy people in the school who wouldn't approach the Counselling Office during the year unless asked to.

GRADE 11

The student may not wish to go but once there, he may find out something new. Students may not realize that there are different counselling services.

I would get to know the counsellor a little, and should a problem arise during the year, I could have an idea whether he could help me.

Some students are too lazy to make an appointment or too shy.

If each student was interviewed by a counsellor, he or shy might feel free to make an appointment anytime throughout the year. This way the students won't be talking to a stranger.

Some students do not realize what help counselling can be. Perhaps they are afraid to make an appointment.

I think every student should see a counsellor if not about a personal problem, then for guidance concerning subject changes for the following year or for information about university. Every student has problems.

I chose the first programme because even if a person feels they would like to talk to a counsellor they may have reasons for not doing so if they are called in especially grade 9, they might feel free to talk.

I think that the counsellor should make the first step and have every student see he or she at least once to two times a year. I would prefer this myself because there are lots of times when the students will not go see a counsellor because they are scared. The other ways aren't too good because the students sometimes take advantage of it just to miss some periods during the year.

I found that I was a little scared the first time I went. If a student is called, he or she has to go and may overcome their shyness.

It seems that the students are afraid or scared to make an appointment on their own. If you make it compulsory then a student could find out more of what you have to offer.

Some students do not feel their problem is big enough to waste the time of the counsellor and therefore are reluctant to make an interview.

Students are afraid to make appointments with the counselling staff. Programme "A" would allow them to meet a member or two of the counselling staff, and they would get a sense of security and lose fear.

A student may need help or want advice from a counsellor but may think the problem is too small. If he was called, he would tell the counsellor all his problems.

GRADE 12

The student is given the chance to get to know the counsellor. I do not approve of counsellors choosing those whom they think need help. The harder you chase the faster the student runs.

A lot of kids are afraid to ask for counselling because they don't know any of the counsellors but if they were interviewed at least once a year they would get to know him a little at least.

I feel Programme "A" is best as some students need a push before they will discuss any of their problems openly.

With compulsory counselling, quite a few students who need counselling but don't want it, would get it. There are timid people like me, who are afraid to ask for counselling. Often, those who don't think they need counselling are the ones who need it most.

I feel that compulsory counselling is better because many students would never go for that first appointment. Once the first appointment is over I think they would be accustomed to it and feel less hesitant about seeking further help.

If the choice is left up to the student many couldn't be bothered to use our Counselling Office. However, a student may find that if they like the counsellor they will feel free to consult him again.

Compulsory counselling is my choice because there are some students who are too shy to ask for an interview and really do need counselling.

Introduce the student to counselling. It would be beneficial to both the student and the counsellor.

Programme "A" is my choice because there are some students who are too shy to ask for an interview and really do need counselling.

Because some students are afraid of going to the Counsellor's Office on their own.

I think a lot of people are hesitant to bring their personal problems to a counsellor on their own.

It gives all students a chance to become acquainted with the Counselling Office and the counsellors especially in grades 9 and 10.

GRADE 13

Students may have certain problems which they would not ordinarily discuss or are afraid of making an appointment. In this way the student is given the opportunity of discussing without any fears, his or her problems.

I feel that everyone should see the counsellor at least once. The first time should be on the counsellor's request. This will help the student realize the help which is available later on if he does require it.

I have chosen programme "A" for the following reasons: Grade 9 students often would be too shy to make their own appointment and therefore would never become acquainted with the counselling services; the counsellor has to fill out a confidential report when the student moves on to a higher form of education, this would be difficult if they didn't know the students at all.

Due to fear of telling the truth about oneself even if trouble sets in, he often waits until disaster has struck before asking for help.

I feel that "A" is the better one. The student will at least get an idea of what the counsellor is there for and in the future will know what he or she will look for if one needs help.

Many students do not go to counsellors for reasons listed in Questionnaire II. With programme "A" the student will learn the value of counselling.

Many people are shy about coming to see a counsellor. Perhaps if they are forced to do it once they will see that it really isn't as bad as all that and perhaps come back on their own.

This kind of counselling programme would seem to me to be better. There are probably several students in this school who are either too shy to make an appointment or feel that their problems are too small and will probably 'blow over' anyway.

TABLE V

STUDENTS' REASONS FOR PREFERRING COMPULSORY COUNSELLING (PROGRAMME "A") BY SEX & GRADE

(expressed in number of responses and as percentages of the total by sex and grade)

N = 255
male = 123
female = 132

REASONS	SEX	GRADE 9	10	11	12	13	SUB TOTAL	%	TOTAL	% OF 255
For orientation of students to the Counselling and Guidance Department	M	7	3	8	8	5	31	25	72	28%
	F	11	3	9	5	13	41	31		
Many students are too shy or afraid to make a counselling appointment	M	15	16	11	6	3	51	41	115	45%
	F	16	9	15	17	7	64	48		
It would assist students to become aware of their problem(s)	M	5	4	8	6	4	27	22	59	23%
	F	10	2	8	7	5	32	24		
It would assist students in their educational and vocational career planning	M	2	1	3	1	0	7	6	20	8%
	F	0	1	6	3	3	13	10		
It would assist students who consider it too much trouble to make an appointment	M	3	1	4	1	2	11	9	31	12%
	F	2	2	7	7	2	20	15		
It would assist students who are ashamed or embarrassed with self	M	3	6	1	0	0	10	8	23	9%
	F	3	3	4	3	0	13	10		
It would be helpful for grade 9 students in their first year in high school	M	0	0	2	1	2	5	4	16	6%
	F	0	0	0	5	6	11	8		
It would reduce embarrassment since all students would be counselled	M	0	1	2	0	0	3	2	22	9%
	F	6	3	6	3	1	19	14		

OBSERVATIONS FROM TABLE V

STUDENTS' REASONS FOR PREFERRING COMPULSORY COUNSELLING

Of the 132 female students in grades 9 to 13, 64 (48%) felt that they were too shy to make a counselling appointment.

Of the 255 students preferring compulsory counselling, 45% felt that students are too shy or afraid to make a counselling appointment.

Of the 12 girls in grade 10 who preferred Programme "A" (TABLE I, page 11), 9 felt that they were too shy or afraid to make a counselling appointment. In the 1968 study, there were 23 girls in grade 9 who indicated shyness as a reason for having compulsory counselling. It seems that students feel less inhibited about making the initial approach to a counsellor during the second year of the voluntary counselling programme. This trend continues when a grade group is observed in the next grade or in Study II, the 1968-69 study.

Embarrassment is not a concern of the boys. Only 3 out of 123 indicated this, while 19 girls out of 132 thought this was a good reason for compulsory counselling.

The grade 10 students (Male 3 of 31, and female 3 of 12) thought Programme "A" would help in orientation to the Counselling and Guidance Department. This would indicate the majority of the students were satisfied with our 1968-69 programme.

An interesting note in the grade 12 and 13 responses, especially the females, indicated that it would be helpful for grade 9 students to have one or two compulsory counselling sessions during their first year in high

school. However, neither a single male or female student in grades 9 and 10, nor a female student in grade 11, suggested this as a reason for compulsory counselling. The orientation of the voluntary counselling in grades 9 and 10 shows success in reaching the students with the philosophy of the voluntary counselling programme.

CHART I

COMPARISON BETWEEN STUDY I AND STUDY II OF STUDENTS' REASONS FOR PREFERRING COMPULSORY COUNSELLING (PROGRAMME "A")

(Percentage calculated on the total number of responses)

(Study I N = 763) (Study II N = 801)

R E A S O N S	STUDY I (June 1968)	STUDY II (June 1969)
For orientation of students to the Counselling and Guidance Department.	16%	9%
Many students are too shy or afraid to make a counselling appointment.	20%	14%
It would assist students to become aware of their problems(s).	7%	7%
It would assist students in their educational and vocational career planning.	2%	2%
It would assist students who consider it woo much trouble to make an appointment.	2%	4%
It would assist students who are ashamed or embarrassed with self.	1%	3%
It would be helpful for grade 9 students in their first year of high school.	1%	2%
It would reduce embarrassment since all students would be counselled.	½%	3%

RANDOM SAMPLE OF COMMENTS BY STUDENTS PREFERRING THE VOLUNTARY OR SELF-REFERRAL COUNSELLING PROGRAMME

(Programme "B")

GRADE 9

Programme B

I chose Programme "B" because many students are confused when they must sit down with a counsellor against their wishes. Most students would rather be prepared.

A person may not have a problem at the time he or she is called and can waste the counsellor's time. A person knows when he or she has a problem and when to worry about it.

I chose counselling Programme "B" because I don't see the point of a counsellor calling a pupil who many not even have a problem. If a pupil has a problem he or she will most likely go to see a counsellor. Until then, I think the counsellors should take care of the ones that come to them.

In this way a student can come for help with anything at most anytime. The students who do not seek help have no reason to see a counsellor.

If I have no wish to see a counsellor I am wasting both the counsellor's and my own time.

I chose Programme "B" because I felt that it is up to the students to seek counselling. After all they are the ones who must live with their problems.

I chose Programme "B" because I don't think you should force someone to see a counsellor. It's only a waste of time if the person feels he's being forced into it--he may clam up.

I don't feel someone should be forced to go to a counsellor. If the person goes on their own accord they will be more confident in themselves.

The counsellor's time would be wasted if everyone came in. Also he should not be spending time on a student who had no reason to see him when he could be spending time with a student with a problem.

GRADE 9 (Continued)

A person should be able to go at any time he or she desires.

I chose voluntary counselling because I wouldn't like to be called up to the Counselling Office unless it was important.

I don't feel that a person should be called up if he doesn't need it. If he has got enough brains and has a problem he will go himself.

If every student in the school is interviewed, the Counselling Office will be very busy and this prevents many students who need counselling very much from seeing a counsellor.

Some students do not have anything to discuss with the counsellor and they would be wasting their time. On Programme "B", the counsellor would have more time to spend with those who really need counselling. In Programme "A" you might have to wait for quite awhile before you are seen and your problems, etc., could become worse or forgotten by the time you get your appointment.

Because it is definitely a better method, the counsellor's time is saved for the people who really want the help.

In voluntary counselling, a student will not waste the counsellor's time because the student was the one to ask for the appointment. This programme gives the student the responsibility of knowing when he needs counselling.

GRADE 10

It is better to go to a counsellor yourself and not be told to go. You would waste time if you got a student there who had no problems at all.

If a student can go to the counsellor when he has a problem, it will be of a far greater value then if he had no problem.

I chose counselling Programme "B" because I feel that a student will act more freely if he goes to the counsellor on his accord.

If you are forced into a counselling session, you will probably resent this, making you less likely to seek counselling on your own accord. If you have to go at a time chosen by the counsellor, there may be nothing to talk about, making such an interview worthless. Besides, people in high school should be mature enough to realize when they need help rather than being forced as children.

The first would be a waste of time because not everyone needs counselling or wants it. Concentrate on those who do.

You can pick your own time and class which you feel you can afford to miss during the day. I think it's better talking to strangers whom you know will not tell anyone else your problems, and who might be able to help you.

If you were to interview every student it would take up the time of the student who really requires the help. If you are forced to go for counselling then you cannot talk as openly and you feel you are being questioned. Also you may not have any problems when you are called.

If each student is interviewed there will be less time to counsel those who request it. With more counsellors it might be possible to carry on both programmes successfully.

If a person is genuiely bothered with a problem he would seek proper help and it is well-known that good counselling is available in this school and that the counsellors are ready and willing to help everyone in need, even with the slightest problem.

I think a student should seek counselling only if they wish to do so. If counselling is obligatory the student may be called to the Counselling Office without any need for counselling and thus take up time another person may need.

GRADE 10 (Continued)

I chose counselling Programme "B" because in the other one, the whole school is interviewed even though some students don't need an interview. The counsellors may use up much time for no purpose, and there may be other students needing an interview, while others are scheduled for it.

There should be a freedom of choice on the part of the student if he or she wants to see a counsellor. It saves a lot of time on both sides.

This allows those without a problem to give their time to someone who has more need for it. Also the time it would take to go through the school would leave little time left for those who need it. Another fact is that a person may go to the Counselling Office without a problem and maybe a month later a problem might turn up so he must then make an appointment.

Because when certain problems come up you can discuss them anytime but with the other programme, you have only one chance a year. You may have a lot of problems throughout the year.

Because with the first choice, the teachers must rush through you to have time for other students.

If you do not need counselling why should you have to have it. You would just be wasting your time and the time of the counsellor who could be counselling someone who needs it.

Sometimes with the other programme you feel obligated if you have to see a counsellor. Many times there are things bothering you which are personal and would rather not let them know your life history. If a person is honest with himself and mature enough, he will go for a counselling appointment with no help of others.

GRADE 11

Some students have no problems to discuss so it would be useless for them to have to come to a guidance session. If a problem is important enough the student should come of his own free will.

I chose Programme "B" because it enables a student to bring any problems he has to the counsellor of his choice.

Some kids need more help than others. Some may go through with an appointment. I think the choice should be up to the student.

I chose "B" because in this way the counsellors can deal more with the people who have problems. If the interview is on a voluntary basis then the person will feel more willing to talk about his problem than if he was forced into it. I think Programme "A" would be good for grade 9 because these students would acquaint themselves with the counselling services.

In the second choice you are not forcing an issue. A student, himself knows when he needs to seek counselling services. In this way the counsellor would know that the student has a definite problem and time would not be wasted.

If a student might need counselling he should be able to receive an appointment within a few days. In Programme "A" the student in need of counselling may not be able to obtain an appointment quickly due to the large number of students being informed of counselling services. The students in grade 10 and up already know how to get counselling from their introduction in grade 9.

Why should I trouble myself to get out of class unless I have a definite need for an appointment? When there is no need, why give me one when you could spend your time helping someone else?

Students are able to get help if they want it. Those who don't want help don't get it. No unnecessary work for counsellors.

I feel the second choice is better since most students, myself included, don't need a counselling service. It is not a burden on those who do get in touch with you.

It's a waste of time interviewing everyone. Those who want counselling may be delayed in getting an appointment while others who don't want it are being interviewed.

GRADE 11 (Continued)

If you feel that you need help, you should be able to do something about it yourself. Interviewing each student is a waste of the student's time as well as of the counsellor's. You don't have any time to waste.

I chose "A" but only for grades 9 and 10. In these grades the majority of students are shy. After grade 10, you should be on your own and make your own decisions without being forced to see a counsellor.

If every student went once a year it would tie up the counsellor's time and those who want an appointment would find it hard to get one. I think every grade 9 student should be called for an appointment so that they aren't afraid.

Some students need counselling, others don't. It's a waste of time to interview the ones that don't want it.

The student should have a free choice as to when they need counselling. They should not be forced into it. In many cases if they were forced, they have nothing to contribute.

Why bother the counsellors to ask the problems of everyone? Just let the students go to the counsellor on their own.

The second gives freedom from the establishment in regards to what to do. If you have no inner problems regarding your intimacies and problems with the establishment, there is no need to go and you should not be forced against your will to go. On the other hand, people with deep emotional problems, or unable to see the right way, will indeed be in need of the above services.

When a student is forced to come to one interview a year it is usually a waste of time because when they are called for no reason at all, there is no problem to be solved.

Because this way a student is not required to sit in the office of a counsellor with absolutely nothing to discuss except the weather.

Why waste time with people who don't need to be helped. Help the ones who need it most. It's hard enought to get an appointment.

I think it is up to the student himself to decide whether or not he or she wishes counselling services.

With the first programme, I feel that there would be a lot of interviews in which the student had no real problem and nothing to discuss. The time wasted in this interview could better be spent attending class.

GRADE 11 (Continued)

Wasted time out of class is of not advantage to the student.

If the student has a problem of any sort, then he will go on his own. Also some counsellors more of less pressurize the student for soemthing the student resents.

I feel that it isn't necessary to interview every student, since only some have problems. I think this would be a waste of time interviewing everyone.

The student has his own choice. He should be responsible and mature enough to see the counsellor at a time when he feels it is necessary. A high school student should choose by himself whether or not he or she should see a counsellor.

If the student is doing fine in school, there is no reason why he or she should miss a class just to tell the counsellor he or she is doing fine.

If a student thinks he needs help he should get an appointment and he knows when he needs one. A mandatory appointment usually gains no advantage as the counsellor just asks if everying is okay.

Student should know if he want counselling or not. It is up to the individual to decide whether or not he wants the interview.

GRADE 12

In the first programme the student may not need to see the counsellor at the time he receives his appointment. In the other case he is given a choice which is better for the student. He may need more than one period of counselling such as implied by programme "A". If a person has a big enough problem, he will come.

Some students may feel that the counsellors are trying to force something on the kid, in other words being nosey. I think it has worked effectively this year in the "B" programme because if the students wanted advice, they went when they could. There was no pressure.

If a student does not want counselling it is no use calling him in to sit and stare at the walls for a period. It only wastes his and the counsellor's time.

I find this way much more appropriate for my needs. I don't like to feel forced to come to a counsellor. I think that most people when they have a problem will go to a counsellor. This way there is always someone available to whom they can go.

Programme "B" gives more of a chance for those who really need the counselling. It also allows them to get the counselling when they want it without indefinite delay.

Allows those who need help to receive it immediately without having to wait any length of time.

I feel it is a waste of time to interview everyone. Not all students need counselling. The time saved by not interviewing all students will give more time to those who might need it.

The second programme is good for the older grades, but I feel for the grade nines, it is inadequate. For the new grade niners, the counselling should be choice 1. I chose the second one because some people feel awkward in counselling or just do not feel the need for advice. We are old enough to decide if we need help or not.

Because it is a waste of time bringing every student to the guidance office, since half of them don't have any reason to see the counsellor. The counsellor should be constantly speaking with students who have a definite problem or question.

Because if the counselling programme interviewed each student they'd hardly have time to take care of those who really wanted help.

Students will go for help if they need it. Overload on counsellors would result from programme "A". Better personalized counselling from programme "B".

GRADE 12 (Continued)

In this type of programme the student gets counselling only when he needs it, thus if he doesn't need help, he isn't wasting his time or that of the counsellors. In programme "A" the counselling department could be tied up with many unproductive interviews leaving less time for the counselling of people who feel that they need help.

If a student has no reason to see a counsellor, I feel there is no need for him to be called up. Possibly the time taken by both the students and counsellor could be put to better use.

If a student goes to the counsellor on his own he has something he wants to talk about. He is not forced into going when he goes on his own with his problems to see the counsellor. He knows the counsellor is there and he can put him to use.

I chose the second programme because I don't think counselling should be forced on a person. If the person needs help I think he will ask for it; if he doesn't need help then a guidance appointment which he didn't ask for is just wasting his time. I do think, on the other hand, a special course be taken with the grade 9 students as they may be too shy (not knowing the counsellors) to ask for an appointment.

I chose the second programme because it worked efficiently in my case. However, I tend to wonder that some people may be too shy to approach the counsellors for help and should be approached. It would be a waste of a counsellor's time to interview everyone during the year.

I chose this because I found the other programme to be a waste of time. In grade 9 I went to an appointment, with nothing in mind. I have found also that programme "B" has worked well. I haven't used it often but is has been helpful when I needed it. Guidance classes should be done away with.

I feel that a student should not be foreced into a counselling situation. He should be able to obtain counselling whenever he desires.

Because there are not enough counsellors to go around and sometimes if you wanted an appointment, you could not get one.

I might have a problem and could not get an appointment, because someone was there before me.

I like counselling programme "B". I know the counsellor doesn't have a lot of spare time. I think they should spend more time with people who need help rather than the ones who do not. I think if a student does not have any problems why waste time talking to them when the counsellor can be more helpful with another student.

If you have nothing bothering you there is no reason to see a counsellor.

GRADE 13

The first programme is a waste of time.

I partially agreed with programme "A" and with programme "B". All grade nine students should definitely have a scheduled interview just to meet the counsellor, so that if they ever need his services they will not be afraid to seek them. Interviewing all students once a year is a waste of time. As the student reaches higher grades he will most likely seek help if he needs it. I think I gave these same reasons last year. I wish there was a programme "C"!!

The ability to request a counselling session when one is needed provides the student with the opportunity to gather the information he needs. This way, he does not need to wait for an appointment when he really wants one and he can have as many as he desires. The grade 12 and 13 students need full-time counselling services concerning their career choices.

Counselling should be done on request of student only. It's a waste of time to interview students who do not need counselling. (There are just a few).

It is a waste of time to interview everybody. If someone has a question, it is a very simple matter to make an appointment. What is the use of interviewing everybody if 50% do not have any questions? Therefore I believe counselling programme "B" is the better one.

The newly-structured counselling set up used this year has run off rather successfully. I feel mandatory counselling would defeat its purpose. Those who have a problem will see to it that it gets discussed. However, counsellors should see to interviewing those whom they think are having problems. Many problems arise from the fact that counsellors confuse students.

Students do not like the compulsory interviews. They are freer in talking to the counsellors when they make the appointments themselves because they have not been forced to go for the interview but have gone on their own free will.

GRADE 13 CONTINUED

I believe that the counselling programme is best used and most effective when the student comes seeking advice as many times as he wishes to do so. Also, a student shouldn't have to talk to someone if there is no need on his behalf.

It should be the responsibility of each student to decide whether he or she needs advice or not. To interview each and every student upon contact might be a waste of time for the counsellors, who could spend it on others who requested help.

A student will come to the guidance counsellor if he feels that he has a problem and will not need to be asked especially in grade 13.

In programme "B" valuable time is used more wisely.

If a student is forced to accept an appointment it may be one that is a waste of time for both student and counsellor.

TABLE VI STUDENTS' REASONS FOR PREFERRING SELF-REFERRAL COUNSELLING (PROGRAMME "B") BY SEX & GRADE

(expressed in number of responses and as percentages of the total by sex and grade)

N = 546
male = 254
female = 292

REASONS	SEX	GRADE 9	10	11	12	13	SUB TOTAL	%	TOTAL	% OF 546
Compulsory Counselling wastes the time of both counsellor and client.	M	40	22	20	17	3	102	40	234	43%
	F	37	36	23	26	10	132	45		
Students do not like to be pressured or under an obligation to be counselled.	M	32	25	13	16	7	93	37	208	38%
	F	35	27	16	24	13	115	39		
Permits students to be counselled when the need arises.	M	38	23	21	11	5	98	39	206	38%
	F	28	26	14	26	14	108	37		
More time is available for the counsellor to counsel students in need.	M	8	8	6	16	2	40	16	109	20%
	F	10	22	12	18	7	69	24		
Students will be more relaxed in the counselling session with their own freedom of requesting counselling and counsellor.	M	5	3	0	2	1	11	4	45	8%
	F	13	6	4	6	4	33	11		
Under compulsory counselling, the student's appointment may not be at the time of need.	M	3	3	2	0	0	8	3	18	3%
	F	1	2	2	4	1	10	3		
Miscellaneous reasons.	M	2	4	2	1	0	9	4	21	4%
	F	3	3	4	2	1	13	5		

OBSERVATIONS FROM TABLE VI - STUDENTS' REASONS FOR PREFERRING SELF-REFERRAL COUNSELLING (PROGRAMME "B")

A total of 546 students which represents 68% of the total number of respondents in the study (801), preferred programme "B" or voluntary counselling. Of this group of 546 students, 43% indicated that compulsory counselling wasted the time of both the counsellor and the client; 38% did not like to be pressured or under an obligation to be counselled; and 38% indicated that they felt that voluntary counselling permitted students to be counselled when the need arose. In short, they were exhibiting their own self-will and perhaps saying, "Don't waste my time,"..."Get off my back,"...I'll come when I need you."

Although the students show signs of independence, 71% of the total school population were counselled during the 1968-69 school year (TABLE VIII, page 47). This would appear to be sufficient evidence that the voluntary programme as presently operating at Hillcrest High School is viewed as having a positive image.

With reference to comparison of Study I and Study II on the reasons why students preferred self-referral counselling, the following observations are noted. (See page 40 for the information). Note that the percentages were calculated on the total number of respondents in the entire study for both Study I and Study II.

There is an overall positive increase in Study II over Study I concerning the reasons why students prefer voluntary over Study I counselling. The greatest increase was with the statement that students like to be counselled when the need arises (plus 12%). This further substantiates the growing independence and desire of students to make their own choices and ought to cause counsellors to look inwardly, should they be concerned about risking voluntary counselling programmes in their schools.

CHART II

COMPARISON OF 1967-68 STUDY I AND 1968-69 STUDY II OF TABLE VI,

STUDENTS' REASONS FOR PREFERRING SELF-REFERRAL COUNSELLING

(Percentage calculated on the Total Number of Responses)

STUDY I N = 763 STUDY II N = 801

REASONS	STUDY I 1967-68	STUDY II 1968-69	Percentage Difference
Compulsory counselling wastes the time of both the counsellor and client.	23	29	+ 6
Students do not like to be pressured or under an obligation to be counselled.	15	26	+11
Permits students to be counselled when the need arises.	14	26	+12
More time is available for the counsellor to counsel students in need.	5	13	+ 8
Students will be more relaxed in the counselling session with their own freedom of requesting counselling and counsellor.	3	6	+ 3
Under compulsory counselling, the student's appointment may not be at the time of need.	2	2	0
Miscellaneous reasons.	3	3	0

TABLE VII SUMMARY OF REASONS WHY STUDENTS DID NOT SEE A COUNSELLOR (N=238)

	GRADE										TOTAL	% OF	
	9		10		11		12		13			801	238
	M	F	M	F	M	F	M	F	M	F			
I was hesitant about talking to a stranger.	11	14	3	8	8	7	1	5	0	0	57	7	24
I felt that the counsellor could not help me.	8	6	8	5	8	3	10	7	0	1	56	7	24
I felt my problem to be too small to take a counsellor's time.	9	13	8	8	8	5	3	4	0	1	59	7	25
I was too ashamed of my situation to tell the counsellor.	4	3	2	2	1	2	0	1	0	0	15	2	6
I was able to work out a solution on my own.	23	15	17	17	17	20	13	17	1	1	141	18	59
I did not realize that I could get help for any problem from a counsellor.	4	3	2	2	1	3	0	0	0	0	15	2	6
I found that previous counselling did not help me.	2	6	2	5	3	3	5	9	2	0	37	5	15
I still have my problem(s).	3	8	5	4	3	6	0	3	1	0	33	4	14
I had no reason to see a counsellor.	41	35	25	21	29	21	19	21	1	3	216	27	91

IN MY "PROBLEM SITUATIONS" DURING THE YEAR, I WAS ABLE:

to get help from my parent(s).	21	19	10	17	11	12	1	8	1	1	101	13	42
to get help from a teacher(s).	8	5	6	4	5	3	5	5	0	0	41	5	17
to get help from a school friend.	17	18	11	11	11	8	6	8	1	1	91	11	38
to get help from my minister, priest, or rabbi.	1	0	2	0	2	1	0	0	0	0	6	1	3

OBSERVATIONS FROM TABLE VII -- STUDENTS' REASONS FOR NOT SEEING A COUNSELLOR

TABLE VIII, page 47, shows that 581 students, or 71% of the school enrollment was counselled. TABLE VII shows us that 216 students, or 27% of the school enrollment indicated that they had no reason to see a counsellor. If we add this figure of 216 to the above figure of 581, we have a total of 797 students accounted for out of the total school population of 819 students. Thus, the "counselling loss" that was referred to in Study I is only 2%. The "counselling loss" in Study I was 21% (page 30). That this "counselling loss" should be reduced by 19% in the second year of the voluntary counselling programme, seems to suggest that students have accepted more fully the voluntary counselling approach than in the previous year of 1967-68.

There is no denial of the fact that the 2% might have benefitted from counselling had they been "called in" but the advantages for the 581 students who came voluntarily would overshadow the apparent disadvantages of the counsellors not seeing the 2%.

Specific observations from TABLE VII are as follows:

1. Of all the grades, grade nine is the most hesitant about talking to a stranger.
2. Seven per cent of the students felt their problem too small to take a counsellor's time.
3. Eighteen per cent of the students who did not see a counsellor were able to work out a solution on their own.
4. Twenty-eight per cent had no reason to see a counsellor.

The remaining observations can be noted in TABLE VII. Of special interest is the comparison of TABLE VII between Study I and Study II which appears on the following page.

CHART III

OBSERVATIONS AND COMPARISON OF TABLES VII

IN STUDY I AND STUDY II

INDICATED IN PERCENTAGE OF TOTAL RESPONSES

STUDENTS' REASONS FOR NOT SEEING A COUNSELLOR	Study I 1967-68	Study II 1968-69
I was hesitant about talking to a stranger.	7	7
I felt that a counsellor could not help me.	8	7
I felt my problem to be too small to take a counsellor's time.	13	7
I was too ashamed of my situation to tell the counsellor	2	2
I was able to work out a solution on my own.	19	18
I did not realize that I could get help for any problem from a counsellor.	2	2
I found that previous counselling did not help me.	5	5
I still have my problem(s).	7	4
I had no reason to see a counsellor.	19	27
In my "problem situations" during the year I was able:		
to get help from my parent(s).	11	13
to get help from a teacher(s).	7	5
to get help from a school friend.	10	11
to get help from my minister, priest, or rabbi.	1	1

COMPARISON OF TABLE VII IN STUDY I AND STUDY II

STUDENTS' REASONS FOR NOT SEEING A COUNSELLOR

There is little or no major differences between the two studies except in two areas, both of which are of considerable importance to this study.

In the first instance, only 7 per cent of the students who responded in Study II, felt that their problem was too small to take a counsellor's time while in Study I, this figure was 13 per cent. This would seem to indicate that the counsellors have been successful to some degree in establishing the philosophy among the students that as counsellors, they are anxious to become involved in a "helping" relationship with students, regardless of the apparent smallness of the problem situation.

In Study I, 19 per cent had no reason to see a counsellor while in Study II, this figure had increased to 27 per cent, a difference of 8 per cent. That counsellor time and effort should be utilized in seeing approximately one student in four who had no reason to see a counsellor (assuming now that a compulsory counselling programme existed), is a questionable use of the counsellors' time and the tax-payers' money. This further strengthens the basic philosophy that the voluntary counselling programme can be a more productive counselling programme for the students, to whom the services are offered.

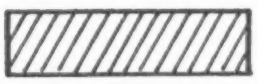
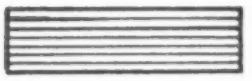
In "problem situations" students still look to their parents for help, more than to their teachers, peers, or religious leaders.

CHART IV

COMPARISON BETWEEN STUDY I AND STUDY II
OF NUMBER OF STUDENTS COUNSELLED AND STUDENTS WHO
INDICATED THEY HAD NO REASON TO SEE A COUNSELLOR

		Number in Grade	Number Counselled	No Reason to See a Counsellor	Loss
GRADE 9	STUDY I	225	141	42	43
	STUDY II	226	134	76	16
GRADE 10	STUDY I	183	105	33	45
	STUDY II	178	132	46	0
GRADE 11	STUDY I	160	61	45	54
	STUDY II	158	103	50	5
GRADE 12	STUDY I	193	145	28	20
	STUDY II	172	132	40	0
GRADE 13	STUDY I	57	52	0	5
	STUDY II	85	80	4	1

COMPARISON OF PERCENTAGE OF DIFFERENT STUDENTS COUNSELLED BY GRADE & BY YEAR EXPRESSED AS A PERCENTAGE OF THE TOTAL IN THE GRADE

STUDY (1) 1967-1968  STUDY (2) 1968-1969 

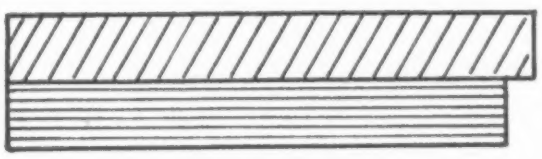
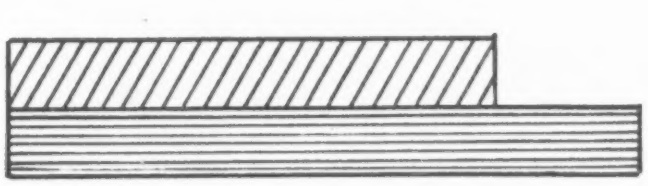
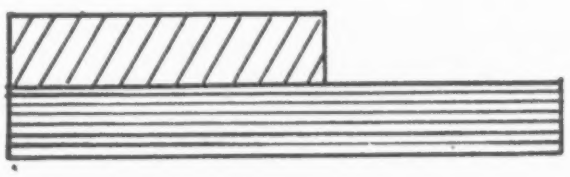
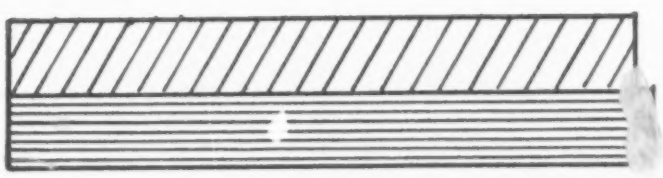
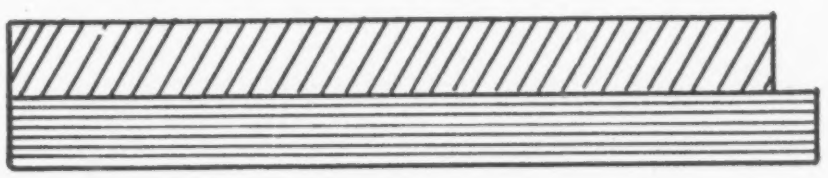
GRADE	STUDY	NUMBER IN GRADE		STUDENTS COUNSELLED NUMBER	STUDENTS COUNSELLED %
9	(1)	225		141	62%
	(2)	226		134	59%
10	(1)	183		105	57%
	(2)	178		132	74%
11	(1)	160		61	38%
	(2)	158		103	65%
12	(1)	198		145	73%
	(2)	172		132	77%
13	(1)	57		52	91%
	(2)	85		80	94%

TABLE VIII

NUMBER OF DIFFERENT STUDENTS COUNSELLED IN EACH GRADE

1968 – 1969

GRADE	NUMBER OF DIFFERENT STUDENTS COUNSELLED	NUMBER IN GRADE	% OF GRADE COUNSELLED
9	134	226	59%
10	132	178	74%
11	103	158	65%
12	132	172	77%
13	80	85	94%
TOTALS	581	819	71%

TABLE IX

SUMMARY OF COUNSELLING SESSIONS OF COUNSELLORS

1968–1969

COUN.	NO OF COUNS. PDS/WK.	TOTAL COUNS. SESSIONS	NO DIFFERENT STUDENTS COUNSELLED	DISTRIBUTION	
				MALE	FEMALE
A	20	487	278	122	155
B	17	462	227	85	142
C	10	203	99	97	2
D	12	283	110	2	108
TOTALS	59	1435	713	306	407

COMPARISON OF TABLE VIII IN STUDY I AND STUDY II -- NUMBER OF DIFFERENT STUDENTS COUNSELLED IN EACH GRADE

Of the total school population of 819 students, 71% (581), made an appointment(s) with a school counsellor. The percentage distribution ranged from 59% (grade 9) to 94% (grade 13).

A comparison of Study I and Study II is shown below:

GRADE	PERCENTAGE OF GRADE COUNSELLED	
	STUDY I 1967-68	STUDY II 1968-69
Grade nine	62%	59%
Grade ten	57%	74%
Grade eleven	38%	65%
Grade twelve	73%	77%
Grade thirteen	91%	94%

There was a definite overall increase in the number of students counselled in each grade with the exception of grade 9, where the difference was 3% less. The greatest single increase by grade was with the grade 11 students where the increase was 27%.

Of special note is the fact that only 38% of the grade 11 students in Study I made a counselling appointment.

If we follow this group who became the grade 12 group in Study II, we find that 77% of the group made appointments for counselling, which was an increase of 39% over the previous year. This would seem to indicate very strongly that that group in particular, was giving their stamp of approval to the counselling service being offered at that time. There was an increase for every grade movement from Study I to Study II. (See Appendix TABLE VIII). These findings are very encouraging for the continuation of the voluntary counselling programme.

Perhaps one of the most important figures of the study is the figure

which indicates that 71% of the entire student population saw a counsellor during the second year of the voluntary counselling programme in 1968-69, as compared with the 61% of the school population for the first year of voluntary counselling during the 1967-68 school year. The counsellors within the Counselling and Guidance Department also see this as positive acceptance of the counselling programme by the students.

SUMMARY OF COUNSELLING SESSIONS OF COUNSELLORS (TABLE IX)

The four counsellors indentified by letters had a total of 1435 counselling sessions. Counsellors 'A', 'B', and 'C' are male counsellors, 'D' is a female counsellor. Counsellor 'A' is the head of the Counselling and Guidance Department of Hillcrest High School and is on a full time basis.

The total of 713, differs from the total number of different students counselled, which is 581. On account of the Cross-Counselling which is encouraged and used within the department students have the opportunity to relate to the counsellor whom they feel is best able to understand and to help them, this being our main objective in counselling.

In Study I the counsellors were concerned about the number of students in Grade 11 who were counselled. (Page 33, Study I, TABLE VIII, Appendix) This is the group that were counselled on a compulsory system in Grade 9 with two students being interviewed per period. The results of study II show that this same group, now in Grade 12, had 77% of the grade counselled. We would like to think that after two years of Voluntary Counselling, this group have forgotten the stigma fo Compulsory Counselling and have used the services of the Voluntary system available to them at Hillcrest High School.

SUMMARY OF STUDY II

This study has been an attempt to determine the current status of the 1968-69 counselling programme at Hillcrest High School and to compare that status with the previous year of counselling, when self-referral or voluntary counselling was introduced for the first time to the students of Hillcrest High School, Port Arthur, Ontario. On the basis of information gathered and the conclusions drawn, steps will be taken to improve the counselling programme.

The second year of the voluntary counselling programme gave evidence that its basic philosophy that effective counselling is best developed when the "helping relationship" takes place when the client has indicated a desire for change and when the counsellor has indicated a willingness to commit himself to become involved in such a relationship.

Because of these encouraging findings, the Counselling and Guidance Department at Hillcrest High School have continued their completely voluntary counselling programme for the 1969-70 academic year.

CHAPTER IV

RECOMMENDATIONS

1. That the voluntary or self-referral counselling programme which was initiated in September, 1967 by the counsellors at Hillcrest High School, Thunder Bay, and which was continued during the 1968-69 academic year, be continued.
2. That the voluntary counselling programme be re-evaluated following five years of operation. This evaluation should take place during the latter part of the 1971-72 academic year.
3. That orientation continue to be an important on-going facet of the voluntary or self-referral counselling programme, if a voluntary counselling programme is to have continuous success.
4. That since there is a paucity of research available on self-referral counselling programmes, that other secondary schools seek to determine the effectiveness of this programme or of the type of programme which is in operation in their particular school.
5. That when the time comes that counselling is introduced into the elementary schools under the jurisdiction of the Lakehead Board of Education, that the philosophy of voluntary or self-referral counselling, be the basis for its beginnings.

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APPENDIX

LIST OF TABLES AND GRAPHS

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TABLE I

PREFERENCE OF COUNSELLING PROGRAMME BY SEX & GRADE

(expressed in actual number of responses received) (N = 763)

GRADE	PROGRAMME "A" COMPULSORY COUNSELLING			PROGRAMME "B" SELF-REFERRAL COUNSELLING			GRADE TOTAL
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	
9	43	42	85	63	64	127	212
10	49	45	94	42	32	74	168
11	30	56	86	30	30	60	146
12	30	50	80	38	68	106	186
13	13	5	18	20	13	33	51
TOTALS	165	198	363	193	207	400	763

TABLE II

PREFERENCE OF COUNSELLING PROGRAMME BY SEX

(expressed as a percentage of the total male and female responses)

SEX	COUNSELLING PROGRAMME	NUMBER	%
MALE	"A" COMPULSORY COUNSELLING	165	46%
	"B" SELF-REFERRAL COUNSELLING	193	54%
FEMALE	"A" COMPULSORY COUNSELLING	198	49%
	"B" SELF-REFERRAL COUNSELLING	207	51%

TABLE III

PREFERENCE OF COUNSELLING PROGRAMME BY GRADE

(expressed as a percentage of the total responses in the grade)

GRADE	TOTAL RESP.	"A" COMPULSORY COUNSELLING	"B" SELF - REFERRAL COUNSELLING
9	212	40 %	60%
10	168	56 %	44%
11	146	59 %	41%
12	186	43 %	57%
13	51	28 %	72%
TOTALS	763	48 %	52%

TABLE IV

PREFERENCE OF COUNSELLING PROGRAMME BY SEX & GRADE

(expressed as a percentage of the total responses in each programme by grade)

GRADE	PROGRAMME "A" (COMPULSORY COUNSELLING)		PROGRAMME "B" SELF-REFERRAL COUNSELLING)	
	MALE	FEMALE	MALE	FEMALE
9	51%	49%	50%	50%
10	52%	48%	57%	43%
11	35%	65%	50%	50%
12	38%	62%	36%	64%
13	72%	28%	61%	39%
TOTALS	44%	56%	48%	52%

TABLE V

STUDENTS' REASONS FOR PREFERRING COMPULSORY COUNSELLING (PROGRAMME "A") BY SEX & GRADE

(expressed in number of responses and as percentages of the total by sex and grade)

N = male 165, female 198

REASONS	SEX	GRADE 9	10	11	12	13	SUB TOTAL	%	TOTAL	%
For orientation of students to the Counselling & Guidance Department	M	17	20	8	12	2	59	35%	125	34%
	F	10	19	22	14	1	66	33%		
Many students are too shy or afraid to make a counselling appointment	M	16	19	7	8	10	60	36%	153	42%
	F	23	24	20	25	1	93	47%		
It would assist students to become aware of their problem(s)	M	12	2	5	4	2	25	15%	55	15%
	F	2	4	14	6	4	30	15%		
It would assist students in their educational and vocational career planning	M	0	1	2	1	0	4	2%	18	5%
	F	4	3	2	4	1	14	7%		
It would assist students who consider it too much trouble to make an appointment	M	2	4	1	0	0	7	4%	14	4%
	F	0	0	3	4	0	7	4%		
It would assist students who are ashamed or embarrassed with self	M	4	0	0	0	0	4	2%	8	2%
	F	2	0	0	2	0	4	2%		
It would be helpful for grade 9 students in their first year in high school	M	0	0	0	0	2	2	1%	7	2%
	F	0	0	0	4	1	5	3%		
It would reduce embarrassment since all students would be counselled	M	1	1	0	0	0	2	1%	3	1%
	F	1	0	0	1	0	2	1%		

TABLE VI

STUDENTS' REASONS FOR PREFERRING SELF-REFERRAL COUNSELLING (PROGRAMME "B")
BY SEX & GRADE

(expressed in number of responses and as percentages of the total by sex and grade)

N = 400
male = 193
female = 207

REASONS	SEX	GRADE 9	10	11	12	13	SUB TOTAL	%	TOTAL	%
Compulsory Counselling wastes the time of both counsellor and client.	M	22	16	14	20	10	82	43%	176	44%
	F	27	16	17	30	4	94	45%		
Students do not like to be pressured or under an obligation to be counselled.	M	30	13	4	3	3	53	27%	116	29%
	F	19	6	7	26	5	63	30%		
Permits students to be counselled when the need arises.	M	10	8	6	18	9	51	26%	107	27%
	F	7	7	8	30	4	56	27%		
More time is available for the counsellor to counsel students in need.	M	3	5	0	0	5	13	7%	40	10%
	F	3	9	0	12	3	27	13%		
Students will be more relaxed in the counselling session with their own freedom of requesting counselling & counsellor.	M	2	2	0	4	1	8	4%	19	5%
	F	0	2	0	9	0	11	5%		
Under compulsory counselling, the student's appointment may not be at the time of need.	M	3	2	0	0	0	5	3%	14	4%
	F	0	2	0	7	0	9	4%		
Miscellaneous reasons.	M	2	0	2	2	3	9	2%	24	6%
	F	5	1	1	6	2	15	7%		

TABLE VII SUMMARY OF REASONS WHY STUDENTS DID NOT SEE A COUNSELLOR

N = 319

	GRADE 9		GRADE 10		GRADE 11		GRADE 12		GRADE 13		TOTAL	% OF 763
	M	F	M	F	M	F	M	F	M	F		
I was hesitant about talking to a stranger.	5	14	4	9	3	9	1	9	0	0	54	7%
I felt that the counsellor could not help me.	4	11	4	7	14	10	5	8	1	0	64	8%
I felt my problem to be too small to take a counsellor's time.	14	16	22	15	6	13	2	7	0	0	95	13%
I was too ashamed of my situation to tell the counsellor.	0	5	4	1	1	0	0	1	0	0	12	2%
I was able to work out a solution on my own.	17	21	13	20	15	28	11	15	5	2	147	19%
I did not realize that I could get help for <u>any problem</u> from a counsellor.	2	2	6	2	2	2	1	2	0	0	19	2%
IN MY "PROBLEM SITUATIONS" DURING THE YEAR, I WAS ABLE:												
to get help from my parent(s)	11	21	12	7	1	16	4	9	1	2	84	11%
to get help from a teacher(s)	11	4	16	8	5	5	2	3	0	1	55	7%
to get help from a school friend	5	17	13	7	6	16	2	11	0	0	77	10%
to get help from my minister, priest, or rabbi.	0	1	4	2	0	0	0	0	0	0	5	<1%
I found that previous counselling did not help me.	1	3	5	4	8	7	0	6	2	0	36	5%
I still have my problem(s)	2	15	11	4	5	8	2	5	1	0	53	7%
I had no reason to see a counsellor.	23	19	21	12	24	21	11	17	0	0	148	19%

TABLE VIII

NUMBER OF DIFFERENT STUDENTS COUNSELLED IN EACH GRADE

1967 - 1968

GRADE	NUMBER OF DIFFERENT STUDENTS COUNSELLED	NUMBER IN GRADE	% OF GRADE COUNSELLED
9	141	225	62 %
10	105	183	57 %
11	61	160	38 %
12	145	198	73 %
13	52	57	91 %
TOTALS	504	823	61 %

TABLE IX

SUMMARY OF COUNSELLING SESSIONS OF COUNSELLORS

1967 - 1968

COUNS.	NO. OF COUNS. PDS. /WK	TOTAL NO. COUNS. SESSIONS	NO. DIFFERENT STUDENTS COUNSELLED	DISTRIBUTION	
				MALE	FEMALE
"A"	14	465	178	88	90
"B"	18	516	247	120	127
"C"	6	186	97	89	8
"D"	6	174	85	4	81
TOTALS		1341	607*	301	306

*Discrepancy from the total of 504 in Table IX is due to cross-counselling (students being counselled by more than one counsellor)

GRAPH I

GRAPH SHOWING PREFERENCE OF COUNSELLING PROGRAMME BY SEX & GRADE

(expressed as a percentage of the total responses in each programme by grade)